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ABSTRACT

This paper provides the groundwork for Active Affective Learning and teaching adapted to the needs of the disadvantaged, at-risk students served by the Accelerated Schools Movement. One of the "golden rules" for the practice of Accelerated Learning, according to psychiatrist Georgi Lozanov, has been to maintain an "up-beat" classroom presentation at all times. The power of suggestion is such that dwelling on the mistakes of the past in order to avoid repeating them in the present and the future will tend to produce outcomes consistent with whatever was dwelled upon. Instead of spending time talking about what not to do, a teacher should present a simple, well-prepared program of suggestions for doing things, and then proceed to do them with the students. The following factors are discussed in creating a positive affective atmosphere: (1) physical surroundings; (2) self esteem; (3) student behavior; (4) goals and outcomes; (5) competition; (6) "right" and "wrong" answers; (7) individual learning styles and individual students; and (8) expectations and outcomes. Four notes and a 57-item bibliography are appended. (Author/FMW)

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ACTIVE AFFECTIVE LEARNING FOR ACCELERATED SCHOOLS

Robert B. Richardson

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ACTIVE AFFECTIVE LEARNING FOR ACCELERATED SCHOOLS

Robert B. Richardson

March 1988

Robert B. Richardson is Visiting Scholar, Accelerated Schools Project, School of Education, Stanford University.

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ABSTRACT

One of the "golden rules" for the practice of Accelerated Learning, according to Georgi Lozanov, has been to maintain an "up-beat" classroom presentation at all times. The power of suggestion is such that dwelling upon the mistakes of the past in order to avoid repeating them in the present and the future will tend to produce outcomes consistent with whatever was dwelled upon; that is, the mistakes themselves will tend to be repeated. Instead of spending time talking about what not to do, more efficient use of the teacher's time would require him or her to present a simple, well-prepared program of suggestions for doing things, and then to proceed to do them with the students. The present paper provides the groundwork for Active Affective Learning (and teaching) adapted to the needs of students served by the Accelerated Schools Movement.

ACTIVE AFFECTIVE LEARNING FOR ACCELERATED SCHOOLS (AAA)

Preface

One of the "golden rules" for the practice of Accelerated Learning, according to Georgi Lozanov (1978), has been to maintain an "up-beat" classroom presentation at all times. The power of suggestion is such that dwelling upon the mistakes of the past in order to avoid repeating them in the present and the future will tend to produce outcomes consistent with whatever was dwelled upon; that is, the mistakes themselves will tend to be repeated. Instead of spending teaching time talking about what not to do, more efficient use of the teacher's time would require him or her to present a simple, well-prepared program of suggestions for doing things, and then to proceed to do them with the students. In other words, and to repeat the first three lines of a song popular in the '40s, "Accentuate the positive, Eliminate the negative, Latch onto the affirmative ... " In keeping with the spirit of Accelerated Learning and the conditions necessary for its implementation, the present paper will not present analyses of present and/or past errors but rather will attempt to make a contribution to laying the groundwork for Active Affective Learning (and Teaching!) adapted to the needs of students served by the Accelerated Schools Movement.

Consistent with the principles of Accelerated Learning, then, we will do our best to practice what we teach. We will make it one of our goals to maintain a consistency and coherence

between the form and content of this paper on the one hand, and the practice we are advocating on the other hand. Accelerated Learning accentuates the positive, the on-going, and the forward looking and moving at all times. We intend that the tone and thrust of the present paper embody these same principles.

Why Emphasize Affective Learning?

In their efforts to render the learning process more effective, more rapid and more interesting for the learner, Lozanov and those working with him and his ideas in the Accelerated Learning movement have placed more emphasis on environmental and other affective aspects of the learning process than on the cognitive side (see bibliography). While the cognitive side has not been abandoned, and in fact receives considerable attention, by far the most innovative features of Accelerated Learning have more to do with affective considerations than with the cognitive. It is significant that the British professional society for the development of Accelerated Learning in Great Britain is called SEAL (Society for Effective Affective Learning), while its American counterpart is called SALT (Society for Accelerative Learning and Teaching). The two societies work hand in hand, cooperate extensively and have very similar policies. The outcomes stressed by both societies lie in the domain of more efficient and effective use of learning time, while the means proposed for attaining these outcomes, that is policy changes in relation to traditional teaching/learning situations, mainly involve modifications to the

affective components of the learning process.

In the past, whenever modifications to learning schema were under consideration, most attention was given to reformulating and refining cognitive aspects and approaches to the learning process. Since little attention had been paid to the affective components, this area seemed ripe for exploration and exploitation in efforts to increase the efficiency of teaching/learning techniques. Lozanov's argument is to make use of the unused 90% of human learning potential. According to the whole-brain approach to learning, the right hemisphere is specialized in affective-intuitive-holistic functions. Combining these three points would seem to point towards rich possibilities contained in the realm of affective approaches to learning.

What Is Affective Learning?

Assuming that there is sufficient consensus on the meaning of "learning" among those who will read this paper, we may go on to specify that learning is affective whenever its means or its ends, its causes or its effects, lie in the domain of emotions, feelings and/or intuition. Affective learning may thus be contrasted with cognitive learning, which implies analytical, verbal and linear approaches and processes. We can now go on to say that if we accept this definition, all learning is affective. Emotions, feelings and/or intuitions are involved in one or more of these ways in every act of learning. No one is indifferent to what he or she learns, nor to how it is learned; and of course

the bottom line is that even when the learning seems essentially cognitive in nature, people react emotionally, with feeling, and perhaps even intuition to those very cognitive aspects of learning at some stage of the process.

A very important point is that affective reactions to learning and learning situations may either reinforce the process or inhibit it; in extreme negative cases such reactions may totally impede the process. Certainly if you feel good about learning something, you will tend to learn it faster and better than if you engage in that particular learning task full of doubts and fears, or even if you just feel generally uncomfortable about it. On the other hand, if, for example, you feel confident, at ease, and can readily assume your favorite position while learning, your chances for a successful outcome will be much greater. This may seem obvious at first glance, but a little observation and thought about the relatively little attention accorded to the affective side of learning in schools points to the need for focusing on this aspect of learning design, especially where disadvantaged students are concerned.

<u>"Disadvantaged" Students = "At-Risk" Students</u>

"Disadvantaged" children can take particular advantage of affective learning techniques, especially in the context of the Accelerated School. As we will see more fully in the following sections, mobilizing and properly channeling the affective learning potential of these children is probably one of the most fertile areas to be explored and exploited in the quest for the

unused 90% of human learning potential. At the same time, a very important affective factor is holding back the vast majority of these students; the factor in question is their own negative self-image, at least insofar as learning is concerned. For most of them, school has been a series of failure experiences producing low-level or even negative expectations. Part of the job of the Accelerated School is to rebuild the self-image and self-esteem of these students using affectively oriented techniques that will make them feel good, important and capable of learning. These techniques will be treated more fully in a later section.

At the present time, children whose families and neighborhoods are considered to be culturally and/or economically "disadvantaged" will be "at-risk" as students (Levin 1986). These approximately 30% of the nation's children will be subject to hold-backs and early drop-outs. As Levin points out, this represents a wholesale waste of the nation's people-potential; not only are we failing to exploit a tremendous potential in brain-power, but, moreover, these people will tend to become clients of tax-supported social services.

What is it about these children that makes them such poor candidates for the learning that schools propose?

Their home life is characterized by the lack of many elements that contemporary school programs take for granted as belonging to the cultural baggage of people in general and of entering elementary school students in particular.

Their attitudes towards language and social exchange represent points of view far different from those that are expected in the classroom. Consider playfulness for example. Middle-class children tend to play in socially recognizable ways with all sorts of things, among them language. However, for the average "disadvantaged" family, language is for saying things, important things, things that are vital to communicate. When children from such families do play with language, teachers may not recognize that this is what is going on. They may label such activity as mistakes or as attempts to communicate "unacceptable" ideas in "unacceptable" forms. Thus, in kindergarten or first grade, for example, when the teacher asks a question the answer to which he or she obviously knows, a disadvantaged child may tend to feel that there is something strange or bizarre in such a question "that has no point"; or perhaps he will feel that he has not understood what it was that the teacher wanted.

Due to cultural and/or economic differences, such a student may not be familiar with, or perhaps not even be aware of the existence of objects that are considered by our school programs to be familiar to everyone.

Since these "disadvantaged" students do not possess the prerequisite "baggage" on which the school builds its learning programs, they have trouble answering questions, are rapidly cataloged as "dull", and as time goes on, they fail to understand and therefore fail to remember those concepts and ideas that depend on the assumed "entry-level" knowledge. Thus they rapidly

accumulate an ever-widening gap between their own achievement levels and those levels expected of children at their age/grade level. These children rapidly come to feel and live through school as a painful experience.

Lozanov and Suggestopedia

Experience as well as research indicate that the affective context within which cognitive teaching strategies are placed, as well as the use of classroom strategies that are affective in nature, can produce significant increases in projected learning outcomes. Herein lies part of the immense contribution Lozanov (1978) made to the field of education. The Bulgarian Psychiatrist's two-tiered theory of suggestion: Suggestology, a general theory of suggestion, followed by Suggestopedy (1), the application of Suggestology to the field of education, proposes that appropriate use of suggestion can create an affective background conducive to more efficient learning, as well as providing a pedagogical framework which is both highly flexible and highly precise about means for adapting to the diverse individuals and constantly varying situations that a teacher must be able to deal with. Suggestopedia may be combined with other compatible approaches to learning as research supplies us with new data and techniques.

Whole-brain approach

A case in point is recent research on the functioning of the human brain, which has revealed functional specializations between the right and left hemispheres. The left (2) hemisphere

has been shown to process information in a linear, analytical, verbal, cognitive manner, while the right hemisphere handles intuitive, interactive, holistic, affective thought (Ornstein, 1972). Furthermore, both hemispheres show electrical activity while the individual is engaged in learning processes (Hand, 1984a).

Traditionally, teaching has addressed left hemisphere functions almost exclusively, while seemingly ignoring needs and functions appropriate to the right hemisphere. Lessons taught have been judged on the basis of their linear progression from fact to fact, or point to point, the appropriateness of their language, and the logic of their demonstrations. On the other hand, comparatively little attention has been accorded to making lessons attractive and appealing, making them satisfying to the intuitive mind, taking the "big picture" approach, or presenting them in both emotionally and physically pleasing surroundings.

In general, teaching in such a way as to mobilize the entire range of brain functions, from analytical to holistic, will not only promote more efficient traditional style learning, it will help provide affective satisfaction and increased learning outcomes for those children whose learning style is more intuitive and holistic than analytical and verbal. At the same time, attention must be given to suggesting and creating a positive affective atmosphere. Some of the affective techniques for insuring an atmosphere consistent with maximum learning potential will now be discussed.

CREATING A POSITIVE AFFECTIVE ATMOSPHERE

Physical Surroundings

The unconscious, suggestive, affective influence of the environment, especially the immediate physical surroundings, cannot be overemphasized. We often tolerate conditions in our schools that we would find totally unacceptable in our homes. Associating intolerable environmental conditions with learning activities does not seem to be the most consistent nor effective means of promoting success in the latter.

Perhaps even more important, since much of learning is based on associative processes, as the environmental elements surrounding learning become more pleasing, captivating and varied, so the learning itself will be quantitatively greater, more enduring in memory, and more rapidly achieved. Treated on this basis, school expenditures for fresh paint, wall-to-wall carpeting, comfortable chairs, etc., represent money spent on the learning process itself rather than simply providing for building maintenance or perhaps even unnecessary "frills". On the contrary, such expenditures may be considered in the same light as they are in the world of business, that is necessary for the successful achievement of goals, outcomes and productivity.

As a practical, right hemisphere approach to grasping the power and influence of affective elements in our surroundings, just sit back for a moment, relax, and call to mind the image of a classroom. Then contrast this image with that of a living room

brought to mind in the same way. Hold the two images side by side long enough to decide which one you prefer. Would you feel just as comfortable in each one? Would you voluntarily go into either one of the rooms for enjoyment? Or would one take precedence over the other?

A physically attractive and comfortable classroom will help the students feel at ease and will enhance their appreciation of the "here and now", as well as serving as background for appropriately suggestive teaching aids. A carpet on the floor can do wonders towards "warming-up" a formerly cold, hard, angular atmosphere. Walls and ceilings painted in stimulating shades and colors, furniture that is designed to be comfortable, adjustable and movable, use of cloth, pillows, cushions, etc., to break up long expanses of metal, plaster, glass or wood. All of these and other similar techniques can turn any room into a homelike space for living -- and learning. In addition, cloth, carpets, panels, etc., help soften the effects of classroom and exterior noises, thus reducing stress. Potted plants and flowers add a growing sense of life to any room.

Cushions, carpets, pillows, cloth, etc., also help fill the needs of some students' individual learning styles. Studies in this area (Dunn & Dunn, 1978) show that students vary widely concerning the body positions they find most conducive to learning: some learn best sitting straight up in a straight-back chair, both feet flat on the floor and both hands on the table. Others find sitting on the floor most conducive to learning,

while still others function best from a "Roman banquet slouch" position, etc. The classroom that can comfortably integrate a wide variety of bodily positions will best promote the joy of learning.

Movement and change of position may be essential for some students' learning styles, and once again, the more a student feels at ease, the more and better he will achieve. In general, the more flexible the elements in the classroom, the easier it will be to adapt to individual needs, thereby increasing the potential learning output.

Finally, as a general rule, converting a classroom into a "living room" will go a long way to change boredom and cramps into interest and joy. Where funding is difficult to obtain, or even unobtainable, students and parents can be mobilized to supply materials and labor; this solution carries the added advantage of involving both parents and students in the classroom improvement project -- and may often be preferable to a "package deal" because of the positive effects of this additional involvement.

The walls, ceiling, floors and furniture can also be used as a background for posters, wall charts, pictures, geographical maps, concept maps, word cards, or other elements that can serve as both direct and peripheral teaching aids. Hopefully, a student who looks around the room will not only have a pleasant experience, but his gaze will also constantly encounter objects that suggest and/or reinforce lesson subject matter.

The disadvantaged student is particularly in need of physical surroundings that suggest a new approach to school and learning. Making an effort to help him/her feel at home is especially important, since he/she is less prepared both emotionally and intellectually for the activities and experiences encountered at school.

Self-esteem

In order to feel good about learning, you need to start by feeling good about yourself. This feeling, or self-esteem, constitutes a vital prerequisite to the success of any personal activity or project. It is in fact a necessary element for successful living, and is the focal point of numerous psychotherapy programs (See Maxell, 1966, for example).

The importance of building self-esteem in children is illustrated by the inspiring Christmas story The Little Engine That Could. In addition to the beauty of the story and the intriguing plot, it carries a powerful moral: no matter how small you are, nor how large the job may seem, believing that you will succeed, and following through with appropriate action will insure a successful outcome. While the message contained in this story is particularly valuable for children, it contains a vital message for the disadvantaged: You can do it (learn); all you need to do is to firmly believe you can.

Self-esteem is at the heart of the advice that Dr. Norman Vincent Peale (3) has spent a lifetime transmitting to the public through speeches, books and demonstration workshops. Dr. Peale

talks about positive thinking and what a powerful mover it is. And to think positively, one must first be positive about one's self.

One very effective means of promoting self-esteem involves recognizing, satisfying and taking advantage of whatever is unique and individual in each and every student. Birthdays, for example, can be used as a pretext for sharing personal ambitions. Children who speak another language can be called upon to give a short vocabulary lesson each week -- their self-esteem is boosted by playing the teacher's role, and through realizing that their own language is interesting for and valued by the teacher and other students. In the same way, holidays corresponding to students' cultural origins may be celebrated with the help of appropriate students: Cinco de Mayo, Chinese New Year, Tet, Mardi Gras, etc. Mothers can bring in food or other interesting things associated with these holidays as part of the parent involvement programs.

Another technique for promoting self-esteem consists of determining the components of each student's learning style, and then taking appropriate measures to satisfy the needs that correspond to these styles. Dunn & Dunn (1978) have developed a questionnaire which rapidly identifies critical aspects of learning styles. They also point out innovative techniques for organization and layout of classrooms in which the needs of all individual learning styles can be satisfied. All children can learn, and can learn rapidly as well; we, as teachers and other

interested adults, need to demonstrate our caring for them as unique individuals, since part of growing up involves seeking just this type of recognition. This recognition is also one of the principal keys to insuring that every student will successfully complete his lessons.

Nothing boosts a student's self-esteem in school more than showing that he/she knows something interesting, something that the teacher values and that the other students will be called upon to use. No student comes to school with a completely blank brain --every student can contribute something to classwork, thus helping build his self-esteem. Robert Calfee (4) and his associates in Project Read at Stanford University have developed techniques for teaching vocabulary that satisfy these criteria; the concept to be "expanded" is written on the chalkboard, and students are called upon to tell or describe whatever the concept brings to mind. As the students volunteer words or phrases, the teacher writes them on the chalkboard around the central concept. The teacher groups the words volunteered by the students according to categories, but without naming them. When a sufficient number of new words have been generated, the teacher asks the class why the words were grouped in this way. The category headings given by the students are added to the chalkboard. The chart thus generated by the students becomes the basis for further work on vocabulary. Since the students themselves have created this base, they feel an affective involvement in the lesson based on elements taken from their own

experience and knowledge.

In general, all children bring a wealth of experience with them into the classroom. Since they have lived and assumed these experiences, the latter have taken on a positive emotional charge and to a certain extent have become an integral part of the child himself/herself. Acceptance of the child as he/she is, constitutes the first and basic step towards helping a child maintain and/or create his/her own self-esteem. Thus if we want to build children's self-esteem, we need to accept all experience the child brings with him/her. The teacher's job here is to draw on the students' experiential baggage sufficiently to indicate to the students that their previous knowledge is acceptable, useful and valued. Of course, in some cases the teacher will need to explain appropriate and inappropriate circumstances for certain words, phrases, or experiences that may be volunteered.

Student Behavior

Any student behavior, no matter how disruptive, outlandish, strange or otherwise "unacceptable", needs to be considered as an appropriate response to someone, something or some event. By accepting behavior on this basis, the student maintains his/her integrity in the classroom and his/her self-esteem. The student's behavior may need some modification, but any approach to this problem needs to maintain the student as an integral, contributing and valued member of the class.

Expectations and Outcomes

Closely related to the effects of self-esteem are those of

the expectations we have concerning the performances of others. Robert Rosenthal and Lenore Jacobson's study (1968) of self-fulfilling prophecies in the classroom illustrates how important it is for a teacher to hold high expectations concerning all students. Teachers' expectations were shown to be a significant factor in determining outcomes for students.

At the beginning of the school year, Rosenthal and Jacobson, for experimental purposes, arbitrarily identified certain students as showing high academic promise; this "information" was then communicated to the students' teachers. In fact, these students were chosen on the basis of a random sampling; their educational aptitudes and past performances were widely varied. At the end of the year, the outstanding achievers in those classes were those students whose teachers, on the basis of unfounded information, had believed that they would be by virtue of their identification as "promising". The teachers' expectation of success was a significant factor determining how well students performed academically.

What happens, though, when teachers are informed, or become aware, that certain students are culturally disadvantaged, economically disadvantaged, or otherwise "at-risk" academically? Statistically, these students are identified as potential low achievers, have difficulty keeping up with classroom work, and have a high probability of falling behind and sooner or later dropping out. While these statistical tendencies are undeniable, there is nothing inevitable about them, provided appropriate

measures are taken. When teachers and parents hold high expectations for their students and children, the chances for successful outcomes are dramatically increased.

With disadvantaged students, high expectations are necessary for high levels of achievement. Other techniques can be added to reassure these students about their own value, build their academic self confidence and create a climate conducive to satisfactory achievement levels for all.

Goals and Outcomes

Setting goals is a vital and necessary first step in obtaining outcomes. The manner in which these goals are set, however, can be critical in determining whether outcomes will correspond to goals set for the entire class or not.

Academic achievement goals are most often externally imposed upon teachers and students alike, at least as far as concerns that which must be achieved to successfully complete a given academic level and to go on to the next level. When such goals are perceived as pre-determined by someone else (such as the State Department of Education), motivation remains essentially on the extrinsic level. In other words, what motivates the students to work towards these goals has little or nothing to do with their own personal ambitions, preferences and choices in life. Whatever it is, it has been imposed from the outside.

While extrinsic motivation may indeed promote learning, intrinsic motivation (See Martinez, 1987) will produce the most satisfying and lasting experiences for the student, which are

integrated into his or her own overall systems of knowledge, values and goals in life.

Setting classroom goals in such a way that students become intrinsically motivated to accomplish them takes a little extra time and effort. However, this initial investment will reap very rewarding dividends. Affectively, for example, the joy of learning something that is full of personal significance and meaning for everyone in the class presents a contrast with the task of learning something that someone else has decided needs to be learned. That "someone else" may offer extrinsic motivation in the form of good grades or money for a learning job well done, but the effect will never be the same as in those cases where the material to be learned has become personally meaningful to each and every student.

Setting goals for maximum affective enjoyment and personal satisfaction for each student starts with a general discussion about the suggested goal. During this discussion, all points of view, whether favorable or unfavorable towards adopting the given goal, are listened to and thoroughly explored. Then each student is called upon to discuss in what way the proposed goal might fit in with his or her other experiences, goals and ambitions in life. Discussions about long term goals, such as for the academic year, semester or quarter, may well extend beyond one class period and will often provide anchoring points for the subject matter to be learned later. These anchoring points will be pertinent to individual students' past experiences, to their

present lives and future goals, and will help provide for personalized intrinsic motivation.

So far, we have been, implicitly at least, talking about long term goals. In addition, being affectively effective in the classroom requires attention to short term goals. When dealing with younger children, and also, as Prichard & Taylor (1980, p. 48) point out, with disadvantaged children, educators must provide short term, even daily, gratifications. I, myself, have found that immediate gratification is highly appreciated by all ages and types of students, and very helpful in stimulating them over the "long haul".

In order to take full advantage of gratifications, these need to be coordinated with goal fulfillment. Daily moments of gratification for successful goal fulfillment can add considerable warmth, joy and a sense of caring to the classroom.

But perhaps most important, goals must be set in ways which are challenging and which help insure that everyone can and will (if at all possible) succeed in fulfilling them. One great advantage to short term goals is that achievement seems easier, and certainly is more imminent, than in the case of long term goals. The cumulative effect of successes at short term goals will gradually make the long term goals seem more attainable, thus increasing levels of enthusiasm and achievement in the classroom. Whenever possible, success in goal fulfillment should be rewarded in ways that go beyond the extrinsic values of grades, money or other material rewards. Adding points to the

total number necessary for holding a special class event would be an example of an intrinsically oriented reward for individual goal achievement (we are of course assuming here that the class event has been profoundly internalized and desired by all members of the class).

Short term goals are especially important when teaching "disadvantaged" children. As Prichard and Taylor (1980, p. 48) point out, these students intensely feel the need for immediate gratification. Delaying gratification is very difficult for them -- they are "hungry" for success, and need to be told regularly that they are doing very well. Setting short term goals, and providing the support and organizational stimulation to insure that all students succeed, is one of the affective keys to successful accelerated learning.

It is often necessary to organize for and set short term goals in such a manner that they will be fulfilled on the same day that they are set. One of the major problems in classroom organization and lesson planning facing teachers and administrators in disadvantaged areas is crystallized in the high rate of absenteeism typical at schools in these neighborhoods. Whenever possible, units of work, or lessons -- the basis for short term goals -- would best be chunked in such a way as to be completed within one school day, or one class period. A child's absence will then tend to interfere only with work done on the day or days of his absence. Unfinished lessons will be less likely to be left "dangling", and the positive affective

reinforcements associated with successful goal completion will be more numerous.

Hopefully, as the Accelerated School continues to function through time, this phenomenon of immediate gratification to students for well-learned lessons will become a factor, in and of itself, in reducing absenteeism among "disadvantaged" students.

Constant goal achievement and constant success will do wonders to build the students' self-esteem. It has been said that "Nothing succeeds like success!"

Competition

Everybody enjoys winning, but the rules of competition involve losing as well; some win and some lose. Both outcomes produce affects. Seemingly for the winners there is no problem; they are affectively stimulated to continue striving forward. But what about the inevitable losers?

Perhaps the most important consideration for the teacher is the preservation of a satisfactory equilibrium between wins and losses by each individual in the class.

Glasser (1986) points out that by organizing students into teams, and then having the teams rather than the individuals compete, management of this equilibrium is greatly facilitated. By redistributing the "stronger" and the "weaker" members of the class among the various teams, even those children who might never have won in an individual competition, will from time to time learn what winning feels like by belonging to a winning team. Reciprocally, and equally important, the stronger members

of the class will have their opportunity to learn how to affectively experience and assume the consequences of what appears to be a "losing" situation.

"Right" and "Wrong" Answers

In much the same way that we consider all behavior to be appropriate, the opposition between "right" and "wrong" answers needs to be thought through in the context of affectively positive learning. What happens, in fact, when someone tells you that you are WRONG? Suppose, in addition, that this someone stands in a position of authority in relation to you. The resulting experience will certainly not be pleasant, especially if this experience tends to be repeated on a daily basis. Such is most often the case for the disadvantaged child at school. Arriving at school unequipped with a large part of the cultural baggage that most of our schools assume as prerequisites to classroom work, they frequently do not understand the meanings of words, phrases and sentences the teacher is using. Sometimes they even do not understand that one can ask a question to test for knowledge (understanding this is a culturally marked phenomenon!).

On the other hand, children who are accustomed to playing with language (another, but different, culturally marked phenomenon) have no trouble situating the significance of the didactic question. But not all children grow up hearing puns and making them, playing Scrabble, having their parents test them for

knowledge, etc.

Of course, whenever a student produces a "wrong" answer, we cannot pretend that the answer is "right". Exploring the wrong answer, however, can lead to a deeper understanding of the subject matter if handled diplomatically. If students produced only "right" answers, there would be little need to employ teachers! So called "wrong" answers, as well as all other responses, provide valuable feedback to the teacher; the student who is not afraid to risk giving a "wrong" answer will, in the end, obtain the necessary information to modify his response. Students' responses tell the teacher how well he or she is teaching as well as how well the students are learning. Since the Accelerated School is success oriented, a "wrong" answer will be like a red flag signalling a system failure. The teacher's first job in this situation will be to ascertain why the "wrong" answer was given, and what led the student to provide that answer.

In short, working through a "wrong" answer in an effort to determine the causes for its being wrong, and then going on to restructure the lesson in such a way that the right answer becomes obvious can provide invaluable supplemental information to both teacher and students. In any event, such handling prevents hurting a student's pride on one hand, and may also lead to the realization that "wrong" answers often provide us with richer and more interesting information than "right" answers.

Individual Learning Styles and Individual Students

Students have been shown to vary widely in their individual Learning Styles. "Learning Style" is the term Dunn and Dunn (1978) use to designate the set of significant conditions under which a student will learn most effectively. These conditions are expressed as preferences by the students, and have been found to exert an influence on learning outcomes. The authors have identified 18 significant variables, or elements, of Individual Learning Styles; these variables (elements) may be grouped into 4 categories as follows:

Environmental Elements: Sound, Light, Temperature, Design (i.e., formal or informal setting). (Some of these elements were mentioned earlier in connection with physical surroundings.)

Emotional Elements: Motivation, Persistence, Responsibility, Structure.

Sociological Elements: Peers, Self, Pair, Team, Adult, Varied.

Physical Elements: Perception, Intake, Time, Mobility.

Satisfaction of, or denial of an individual's Learning Style, or even of a small number of its constituent elements will tend to cause correlative variations in learning outcomes, according to studies carried out by the authors.

Perhaps even more important for the present study are potential effects on the teacher-pupil relationships within a classroom.

A diagnostic instrument, the Learning Style Inventory (LSI) can be administered to students at the outset of a school-year. Without going into the details concerning how the evaluations of each individual student are carried out, the simple fact of making an extensive inquiry into the learning preferences of each student acts to crystallize a specific relationship between each student and the teacher. Each student has evidence before his/her eyes that the teacher is interested in reaching him/her as an individual. As the teacher implements the various elements necessary to provide a teaching style that is consistent with the student's learning style, student-teacher confidence increases on the affective level, and later, positive outcomes on the cognitive level reinforce the affective confidence bond.

Dunn and Dunn not only provide an instrument for analyzing Learning Styles, but follow through to provide specific implementation for the various Learning Style needs that are identified by their instrument. Space does not permit a full description here of their contribution. It does appear to be an outstanding approach to solving the daily dilemma of addressing individual needs within a collective setting, and for providing the basis for a sound and positive teacher-student relationship.

Affective Aspects of Lozanov's Design for the Accelerated Lesson

As mentioned earlier, the innovative emphasis in Accelerated Learning has been placed largely on the affective aspects of learning. Lozanov presents a lesson design conceived to mobilize as much as possible of the unused 90% of human learning

potential. As we run through the lesson design, its affective aspects will be highlighted.

As students arrive in the classroom, music is playing over the stereo system. The selections have been chosen in order to create a specific, previously identified, mood. For example, if the teacher wants to begin a lesson with the students feeling relaxed, music designed to induce relaxation will be played.

When the teacher enters the classroom to begin the lesson, his or her mastery of the subject matter and general self-confidence generate a feeling of confidence. The teacher behaves in such a way that the students know they can have confidence in him or her. When the teacher stops the music, the class is automatically advised that the lesson is about to begin.

The lesson itself begins with the "decoding" phase, in which the teacher familiarizes the students with the lesson material, explaining, illustrating and furnishing examples as needed. The students are free to ask any questions, and the teacher proceeds to the next phase only when the students feel comfortable with the new material.

Next comes the "Concert 1" phase. The teacher reads the lesson material accompanied by classical music played over the stereo system. The music is chosen for its expressive qualities from movements by Classical Period composers such as Mozart or Beethoven. The teacher's reading is dramatically expressive, and meanings are underlined through gestures, voice intonation and other theatrical techniques.

Then follows the "Concert 2" phase. The teacher induces a state of relaxation similar to that experienced just before falling asleep. Baroque music -- especially Adagio movements rhythmed at 60 beats per minute -- is played as the teacher reads the lesson material once again, this time rhythmed not only with the music but also with heart-beat and respiratory rates.

"Concert 2" must necessarily be followed immediately by a break, at least an hour long, to allow memory functions to integrate the input from this half awake/half asleep phase. In practice, "Concert 2" can be scheduled to end at lunch time or at the end of the school day.

Once the break is over, the "activation phase" begins. The teacher actively mobilizes his/her class to use the material learned during the previous lesson phases. Students play games, sing songs, do role playing, mime or any other active device enabling them to use the material they have just been learning in appropriate contexts taken from the lesson material.

In a final phase, the "reactivation phase", the material learned in the lesson is actively exploited once again, but this time in new contexts and new situations not covered in the lesson itself. All the activities of the "activation" and "reactivation" phases are designed to completely capture the interests of the students. No one is bored; everyone is active and interested in the activities, which not only drive home the elements of the lesson, but are also fun to do in and for themselves.

Conclusion

This presentation has provided a representative rather than exhaustive presentation of the affective side of learning and teaching applicable to the Accelerated School. Even with all the resources listed in the bibliography, we still do not have an exhaustive list. In fact, much of what is affective in learning and teaching is specific to the individuals involved. Each student has a different relationship with his/her teacher, and each class reacts differently as a group. Lozanov was partly referring to this phenomenon of ever-changing relational uniqueness when he said that there is no such thing as affective teaching; there are only affective teachers.

The Accelerated School teacher will need to mobilize as much competence as possible in affective learning techniques, especially since the students come from disadvantaged backgrounds. The most beautiful and rewarding part of mastering and using these techniques is that one is constantly finding new techniques for making a class feel good about learning, about working together, and about living. Each successful Accelerated School teacher will quickly be able to become a mentor teacher specializing in affective learning techniques.

There is an intimate relation between affective and cognitive learning techniques. In a future paper the cognitive side will be developed in ways appropriate to the Accelerated School.

NOTES

(1) More commonly written and pronounced "Suggestopedia" in the West. "Suggestopedy" is a phonetic transcription of the Bulgarian term coined by Lozanov. The final "y" gave it a typically Bulgarian or Russian consonance, somewhat strange to Western ears and eyes. Very quickly, the term "Suggestopedia", more in harmony with Western usage, came to supplant the earlier term.

(2) Hemispheric specialization as described here holds true for all right-handed individuals and many left-handed people. However, some left-handed individuals manifest a reversal of the more typical right/left polarization.

(3) Norman Vincent Peale, noted author and lecturer. His most famous theme and title was The Power of Positive Thinking. The Center for Positive Thinking, P. O. Box 1000, Pawling, NY 12564, has just (1987) released a new condensed edition of The Power of Positive Thinking.

(4) Robert C. Calfee and his associates are compiling a volume entitled The Book, based on results of research carried out both at Stanford University and in the school districts practicing Calfee's innovative approaches to reading.

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